



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 10171179  
SAU: Blue Hill School Department  
School: Blue Hill Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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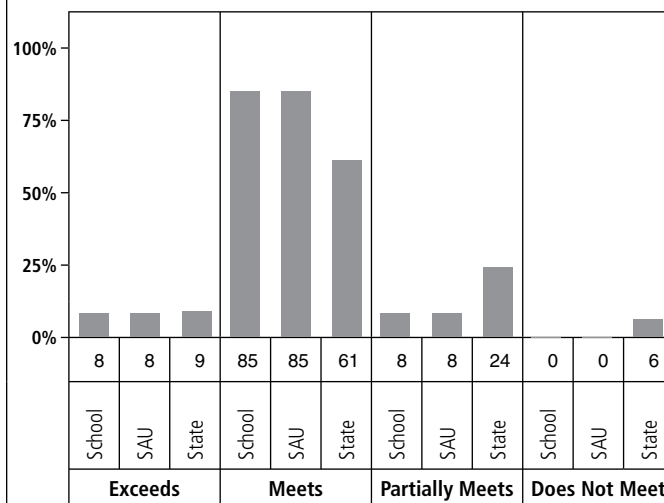
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 6  
 SAU: Blue Hill School Department  
 School: Blue Hill Consolidated School

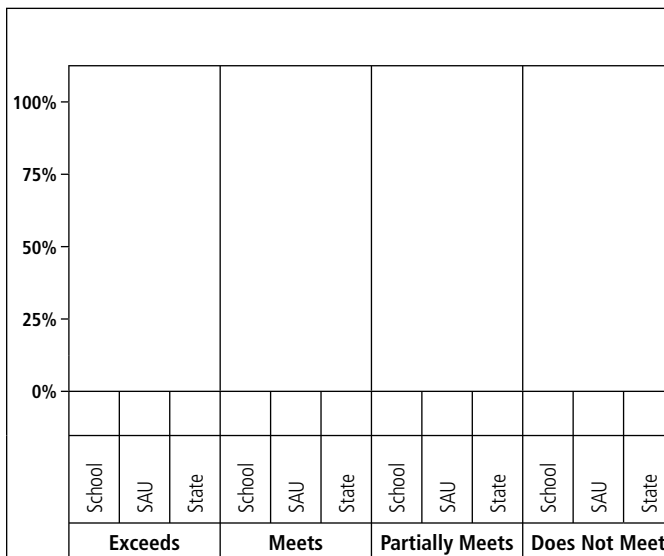
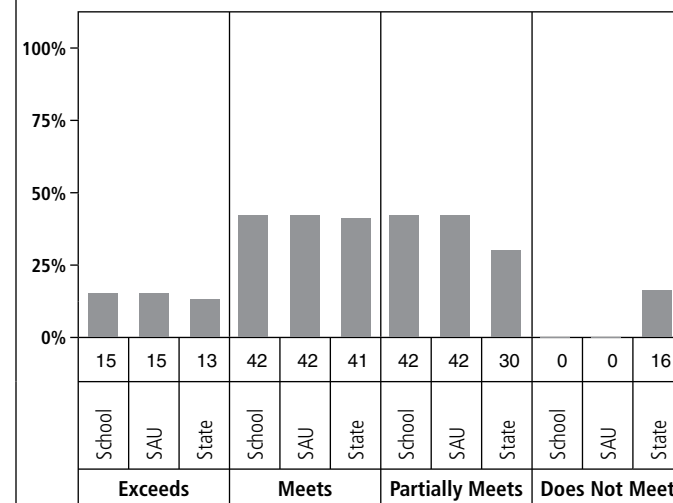
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	653	653	646
2007–2008	649	649	648
<b>2008–2009</b>	<b>650</b>	<b>650</b>	<b>647</b>
Cum. Avg.*	651	651	647
<b>Mathematics</b>			
2006–2007	658	658	643
2007–2008	652	652	642
<b>2008–2009</b>	<b>649</b>	<b>649</b>	<b>643</b>
Cum. Avg.*	653	653	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 6  
 SAU: Blue Hill School Department  
 School: Blue Hill Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	26	100	26	100	14251	100	26	100	26	100	14150	99	26	100	26	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	2	8	2	8	212	1	2	100	2	100	210	99	2	100	2	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	24	92	24	92	13309	93	24	100	24	100	13224	100	24	100	24	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	5	19	5	19	2468	17	5	100	5	100	2423	99	5	100	5	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	8	31	8	31	5780	41	8	100	8	100	5724	99	8	100	8	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	22	85	22	85	11369	80	22	85	22	85	11373	80						
Identified disability (PET/IEP)	1	5	1	5	355	3	1	5	1	5	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
<b>Participation with accommodations</b>	4	15	4	15	2594	18	4	15	4	15	2605	18						
Identified disability (PET/IEP)	4	100	4	100	1881	73	4	100	4	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Blue Hill School Department  
School: Blue Hill Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	4	18	4	18	1132	8
	2007-2008	0	0	0	0	1817	13
	<b>2008-2009</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	6	10	6	10	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	16	73	16	73	8127	57
	2007-2008	8	73	8	73	8072	57
	<b>2008-2009</b>	<b>22</b>	<b>85</b>	<b>22</b>	<b>85</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	46	78	46	78	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	2	9	2	9	3549	25
	2007-2008	3	27	3	27	3194	23
	<b>2008-2009</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	7	12	7	12	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	0	0	0	0	1478	10
	2007-2008	0	0	0	0	981	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>799</b>	<b>6</b>
	Cum. Total*	0	0	0	0	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.2	66.4	37.2	66.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.2	66.0	13.2	66.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.0	66.7	24.0	66.7	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Blue Hill School Department  
 School: Blue Hill Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	26	2	8	22	85	2	8	0	0	650	26	8	85	8	0	650	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	2										2						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	24	1	4	21	88	2	8	0	0	650	24	4	88	8	0	650	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	4	80	1	20	0	0	649	5	0	80	20	0	649	2236	1	30	48	22	637
No	21	2	10	18	86	1	5	0	0	651	21	10	86	5	0	651	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	26	2	8	22	85	2	8	0	0	650	26	8	85	8	0	650	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	8	1	13	7	88	0	0	0	0	651	8	13	88	0	0	651	5617	4	54	33	9	643
No	18	1	6	15	83	2	11	0	0	650	18	6	83	11	0	650	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	26	2	8	22	85	2	8	0	0	650	26	8	85	8	0	650	13959	9	61	24	6	647
<b>Gender</b>																						
Female	16	2	13	14	88	0	0	0	0	652	16	13	88	0	0	652	6743	13	63	20	4	649
Male	10	0	0	8	80	2	20	0	0	649	10	0	80	20	0	649	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						1408	4	41	43	12	641
No	22	2	9	18	82	2	9	0	0	650	22	9	82	9	0	650	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	26	2	8	22	85	2	8	0	0	650	26	8	85	8	0	650	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Blue Hill School Department  
School: Blue Hill Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	1	100	0	0	0	0	0	0	662	4	100	0	0	0	662	6	5	47	32	16	642
B. less than one hour	73	1	5	17	89	1	5	0	0	651	73	5	89	5	0	651	59	9	62	24	5	647
C. one to two hours	23	0	0	5	83	1	17	0	0	646	23	0	83	17	0	646	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	44	2	18	9	82	0	0	0	0	654	44	18	82	0	0	654	31	17	66	14	3	651
B. good	32	0	0	7	88	1	13	0	0	648	32	0	88	13	0	648	48	8	64	23	5	647
C. fair	20	0	0	4	80	1	20	0	0	648	20	0	80	20	0	648	18	2	48	40	10	641
D. poor	4	0	0	1	100	0	0	0	0	652	4	0	100	0	0	652	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	2	25	6	75	0	0	0	0	653	31	25	75	0	0	653	38	13	65	18	3	650
B. They match some of what I have learned.	58	0	0	13	87	2	13	0	0	649	58	0	87	13	0	649	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	0	0	2	100	0	0	0	0	648	8	0	100	0	0	648	10	5	48	36	11	642
D. There is no match.	4	0	0	1	100	0	0	0	0	650	4	0	100	0	0	650	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	12	0	0	3	100	0	0	0	0	651	12	0	100	0	0	651	16	7	52	30	11	644
B. about the same as my regular schoolwork	65	2	12	14	82	1	6	0	0	651	65	12	82	6	0	651	66	10	64	22	4	648
C. easier than my regular schoolwork	23	0	0	5	83	1	17	0	0	649	23	0	83	17	0	649	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	2	100	0	0	0	0	649	8	0	100	0	0	649	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	50	0	0	11	85	2	15	0	0	648	50	0	85	15	0	648	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	42	2	18	9	82	0	0	0	0	653	42	18	82	0	0	653	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	2	17	9	75	1	8	0	0	653	46	17	75	8	0	653	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	50	0	0	12	92	1	8	0	0	648	50	0	92	8	0	648	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	100	0	0	0	0	658	4	0	100	0	0	658	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	42	2	18	9	82	0	0	0	0	654	42	18	82	0	0	654	23	15	65	16	4	650
B. 20 minutes to an hour	35	0	0	9	100	0	0	0	0	648	35	0	100	0	0	648	49	10	64	22	4	648
C. less than 20 minutes	12	0	0	1	33	2	67	0	0	643	12	0	33	67	0	643	11	6	58	29	7	645
D. I rarely read at home.	12	0	0	3	100	0	0	0	0	651	12	0	100	0	0	651	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: Blue Hill School Department  
School: Blue Hill Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	8	36	8	36	2092	15
	2007-2008	1	9	1	9	1474	10
	<b>2008-2009</b>	<b>4</b>	<b>15</b>	<b>4</b>	<b>15</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	13	22	13	22	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	11	50	11	50	5731	40
	2007-2008	9	82	9	82	6008	43
	<b>2008-2009</b>	<b>11</b>	<b>42</b>	<b>11</b>	<b>42</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	31	53	31	53	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	3	14	3	14	4175	29
	2007-2008	1	9	1	9	4244	30
	<b>2008-2009</b>	<b>11</b>	<b>42</b>	<b>11</b>	<b>42</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	15	25	15	25	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	0	0	0	0	2308	16
	2007-2008	0	0	0	0	2346	17
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	0	0	0	0	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	34.5	61.6	34.5	61.6	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	11.6	64.4	11.6	64.4	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	7.2	60.0	7.2	60.0	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	8.5	60.7	8.5	60.7	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	7.2	60.0	7.2	60.0	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Blue Hill School Department  
 School: Blue Hill Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	26	4	15	11	42	11	42	0	0	649	26	15	42	42	0	649	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	2										2						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	24	4	17	9	38	11	46	0	0	648	24	17	38	46	0	648	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	2	40	3	60	0	0	642	5	0	40	60	0	642	2248	3	18	33	46	629
No	21	4	19	9	43	8	38	0	0	650	21	19	43	38	0	650	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	26	4	15	11	42	11	42	0	0	649	26	15	42	42	0	649	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	8	0	0	4	50	4	50	0	0	646	8	0	50	50	0	646	5620	6	33	37	25	637
No	18	4	22	7	39	7	39	0	0	650	18	22	39	39	0	650	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	26	4	15	11	42	11	42	0	0	649	26	15	42	42	0	649	13974	13	41	30	16	643
<b>Gender</b>																						
Female	16	3	19	6	38	7	44	0	0	649	16	19	38	44	0	649	6738	12	40	32	16	642
Male	10	1	10	5	50	4	40	0	0	648	10	10	50	40	0	648	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						1410	3	24	41	32	634
No	22	4	18	10	45	8	36	0	0	650	22	18	45	36	0	650	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	26	4	15	11	42	11	42	0	0	649	26	15	42	42	0	649	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: Blue Hill School Department  
School: Blue Hill Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	100	0	0	0	0	660	4	0	100	0	0	660	6	7	32	28	32	636
B. less than one hour	73	3	16	8	42	8	42	0	0	648	73	16	42	42	0	648	59	13	41	30	16	643
C. one to two hours	23	1	17	2	33	3	50	0	0	649	23	17	33	50	0	649	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	12	2	67	1	33	0	0	0	0	665	12	67	33	0	0	665	30	27	45	18	9	651
B. good	58	2	13	7	47	6	40	0	0	648	58	13	47	40	0	648	46	9	45	31	15	643
C. fair	27	0	0	3	43	4	57	0	0	643	27	0	43	57	0	643	20	2	29	43	26	635
D. poor	4	0	0	0	0	1	100	0	0	640	4	0	0	100	0	640	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	46	2	17	6	50	4	33	0	0	650	46	17	50	33	0	650	35	18	42	27	13	646
B. They match some of what I have learned.	46	2	17	5	42	5	42	0	0	651	46	17	42	42	0	651	50	11	43	31	15	643
C. They match just a little of what I have learned.	8	0	0	0	0	2	100	0	0	633	8	0	0	100	0	633	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	1	25	3	75	0	0	639	15	0	25	75	0	639	32	7	40	34	20	640
B. about the same as my regular schoolwork	73	2	11	10	53	7	37	0	0	649	73	11	53	37	0	649	56	13	42	30	15	644
C. easier than my regular schoolwork	12	2	67	0	0	1	33	0	0	657	12	67	0	33	0	657	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	1	8	9	75	2	17	0	0	652	46	8	75	17	0	652	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	50	2	15	2	15	9	69	0	0	645	50	15	15	69	0	645	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	100	0	0	0	0	0	0	662	4	100	0	0	0	662	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						6	8	29	29	34	635
B. 30–45 minutes	23	0	0	3	50	3	50	0	0	645	23	0	50	50	0	645	33	10	37	34	19	641
C. 45–60 minutes	73	4	21	7	37	8	42	0	0	649	73	21	37	42	0	649	45	15	44	29	12	645
D. more than 60 minutes	4	0	0	1	100	0	0	0	0	660	4	0	100	0	0	660	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						9	14	35	29	22	641
B. two or three days a week	42	3	27	5	45	3	27	0	0	653	42	27	45	27	0	653	26	15	40	30	16	644
C. two or three times each month	46	1	8	6	50	5	42	0	0	648	46	8	50	42	0	648	31	13	43	30	14	644
D. never or almost never	12	0	0	0	0	3	100	0	0	636	12	0	0	100	0	636	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	1	100	0	0	630	4	0	0	100	0	630	17	8	35	33	24	639
B. two or three days a week	27	1	14	2	29	4	57	0	0	645	27	14	29	57	0	645	28	13	42	30	15	643
C. two or three times each month	46	3	25	5	42	4	33	0	0	653	46	25	42	33	0	653	31	15	43	30	13	645
D. never or almost never	23	0	0	4	67	2	33	0	0	648	23	0	67	33	0	648	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											